DOCUMENT RESUME

ED 253 686 CE 040 655

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TITLE	World of Work--Education and Jobs. Kit No. WW-705. Instructor's Manual. Revised.
INSTITUTION	South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	84
GRANT	SC-5058-76-I-211-0330
NOTE	17p.; For an earlier version of this document, see ED 169 328. For other related documents, see CE 040 651-656.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Behavioral Objectives; Career Choice; Classroom Techniques; Decision Making Skills; *Dropout Prevention; *Education Work Relationship; *Employment; *Job Search Methods; Job Training; *Learning Activities; Occupational Information; Part Time Employment; Prevocational Education; Secondary Education; State Curriculum Guides; Teaching Methods; Transparencies; Vocational Education
IDENTIFIERS	South Carolina

ABSTRACT

This instructor's manual contains activities for teaching students about the benefits derived from completing high school, sources of training for occupations, and information on finding job openings and on working part-time and full-time. It is designed for use in five periods in classes in prevocational education in South Carolina. The guide describes the activities, sets goals for student attainment, provides instructional objectives to meet the goals, and then gives directions for implementing the activities (including materials and resources required, class preparation, and class presentation). The guide also contains a student worksheet and eight transparency masters for duplication. (KC)

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ED253686

WORLD OF WORK - EDUCATION AND JOBS

Kit No. WW-705

INSTRUCTOR'S MANUAL

State Department of Education
Office of Vocational Education
Prevocational Education
Columbia, South Carolina 29201

CE040655

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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Appalachian Regional Development Act Amendments of 1967,
Department of Health, Education and Welfare, Office of Education.

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TITLE OF ACTIVITY

Kit No. WW-705, World of Work - Education and Jobs

ACTIVITY DESCRIPTION

Through the use of ITV, transparencies, class discussions, and exercises, the student will understand the benefits derived from completing high school and will have the means to find out about job openings.

IMPLEMENTATION REQUIREMENTS

Students will work individually with resource material and resource people to find out about completing high school, training for occupations, finding job openings, and part-time and full-time work.

DURATION

Main Activity - 3 periods
Follow-Up Activity - 2 periods

GOALS

The student will understand the benefits which can be derived from completing high school.

The student will be made aware of the sources of training for occupations in the community.

The student will understand how to find out about job openings.

The student will understand how to find pertinent information on job opportunities in the community.

INSTRUCTIONAL OBJECTIVES

The student will list four reasons for completing high school.

The student will list five ways of obtaining occupational training in the community.

The student will list five means of finding out about job openings.

Using a student worksheet, the student will write in the information required on two part-time jobs in the community.

VOCATIONAL CLUSTERS

Agriculture Education
Marketing and Distributive Education
Health Occupations Education
Home Economics Education
Business Education
Trade and Industrial Education

ACTIVITY IMPLEMENTATION

A. Activity Description

Through the use of transparencies, class discussions, and exercises, the student will understand the benefits derived from completing high school and how to find out about job openings.

B. Safety

Rules common to classroom safety should be observed.

C. Materials Required

1. Audio Visual Equipment
   Projector screen
   Overhead projector
   Television

2. Technical Materials
   Transparencies:
   -- Importance of Education
   -- Lifetime Income as Affected by Years of School Completed
   -- Sources of Training for Occupations
   -- Sources Of Information on Part-Time Jobs
   -- Possible Benefits of a Part-Time Job For High School Students
   -- Possible Disadvantages of Working Part-Time
   -- Some Agencies Which Employ Part-Time Workers

-- Ways of Working Part-Time
-- ITV Series **Making It Work.** Program: "How Do I Find A Job?" (if available)

3. Expendable Materials

(Most of these are available as school supplies.)

Pencils with erasers (have students bring these)
Paper for activities
Old newspapers (want ads)

D. Preparation Prior To Class

Secure Teacher's Guide for **Making It Work** from ITV if available.

Study material.

Contact guidance counselor for booklets on jobs and careers.

Schedule overhead projector.

Ask each student to bring pencil with eraser.

Set up overhead projector.

As students do written work, circulate and give individual help as needed.

Assign students to be looking for information on job openings in the local community. Do not give them hints as where to locate this information.

E. During Class Session

Discuss importance of completing high school. If possible, use a resource person to speak on the importance of completing high school and answer questions students may have. Possible resource persons:

1. Guidance Counselor
2. Adult education coordinator
3. A carefully selected high school dropout who believes he/she made a mistake in dropping out
4. A high school principal or area vocational center director
5. South Carolina Employment Security Commission is a good source of information for types of education and skills needed in South Carolina, available part-time and full-time jobs, the job outlook for the future, and desirable traits of applicants. The South Carolina Occupational Information System which is a computerized career delivery system is also available through this agency.

If a resource person is not available, use transparencies 1 and 2 to supplement a class discussion of the topic.

On a piece of paper, have the students list four reasons for completing high school.

As a class, have the students explain these reasons.

Discuss the different means of obtaining training for occupations. Use transparency 3. Use catalogs, brochures, directories, pamphlets, and other information to determine and present instruction on the training available in your community. Guidance counselors and representatives of technical education centers can be of assistance in providing this information.

On a sheet of paper, have the students list five ways of obtaining occupational training in the community.

Conduct a discussion with the class concerning jobs open in the community. Have students tell how they learned of the job openings.

On the chalkboard, make a list of the jobs open in the community and the way the students learned of the job openings. For example: want ad in newspaper, sign in window of business, etc.

View "How Do I Find a Job" from ITV series **Making It Work.**

Discuss with the class the different ways used to find out about job openings. Use the list compiled in Step 7, transparency 4, and other sources students can name. Discuss a advantage and disadvantage of each job source.

Discuss some advantages and disadvantages of students working while in school. Use transparencies 5 and 6.

NOTE: The idea of part-time work was selected as a means of presenting these ideas since many students are interested in part-time employment and can readily identify themselves with this approach.

Discuss some of the agencies which hire students to work part-time. Use transparency 7 to supplement responses from students.

Discuss some jobs students can perform on a part-time basis. Use transparency 8 to supplement responses from the students.

Hand out Student Woksheet 1 and have students obtain information on the two part-time jobs open in the community. Give them two days to complete the form and return it to class.

MASTERS FOR DUPLICATION

Student Worksheet 1

REFERENCES

South Carolina Employment Security Commission.

South Carolina Department of Education, Office of Vocational Education. **Job Seeking: How & Where.**

STUDENT WORKSHEET 1

From reading local newspaper advertisements, from talking with your family and friends, or from any other source, determine what types of part-time jobs are open in your community and surrounding cities. Complete the following questions on two available jobs.

1. a. Company or organization _____

   b. Title of job _____

   c. What kinds of work would be involved? _____

   _____

   d. What are the hours the job requires? _____

   _____

   e. What salary do you think the job would pay? _____

   f. List two or more ways you feel this particular job could benefit you. _____

   _____

   _____

   _____

2. a. Company or organization _____

   b. Title of job _____

   c. What kinds of work would be involved? _____

   _____

   d. What are the hours the job requires? _____

   _____

   e. What salary do you think the job would pay? _____

   f. List two or more ways you feel this particular job could benefit you. _____

   _____

   _____

   _____

IMPORTANCE OF EDUCATION

1. INCREASED EARNING POWER

2. RESPECT OF COMMUNITY AND FRIENDS

3. FEELING OF ACHIEVEMENT

4. INCREASED ABILITY TO MAKE A CONTRIBUTION TO SOCIETY

5. INCREASED ABILITY TO ENJOY LIFE

6. INCREASED JOB SECURITY

Transparency No. 1

LIFETIME INCOME AS AFFECTED BY YEARS OF SCHOOL COMPLETED

YEARS OF SCHOOL	LIFE INCOME	AVERAGE YEARLY INCOME
LESS THAN 8	$260,000	$5,200
8 YEARS	323,000	6,800
1-3 YEARS OF HIGH SCHOOL	371,000	8,400
4 YEARS OF HIGH SCHOOL	452,000	10,400
1-3 YEARS OF COLLEGE	525,000	11,900
4 OR MORE YEARS OF COLLEGE	731,000	16,200

*SOURCE: STATISTICAL ABSTRACT OF THE UNITED STATES 1976
SUPERINTENDENT OF DOCUMENTS,
U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON, D.C. 20402, pg. 128.

Transparency No. 2

SOURCES OF TRAINING FOR OCCUPATIONS

- AREA VOCATIONAL CENTERS
- REGULAR HIGH SCHOOL VOCATIONAL EDUCATION COURSES
- COOPERATIVE VOCATIONAL EDUCATION COURSES
- COMMUNITY, JUNIOR, AND SENIOR COLLEGES
- ON-THE-JOB TRAINING
- TECHNICAL EDUCATION CENTERS
- APPRENTICESHIP PROGRAMS (USUALLY LAST FROM 2-6 YEARS)
- PRIVATE TRAINING INSTITUTIONS
  (BUSINESS COLLEGES, COSMETOLOGY SCHOOLS, ETC.)

Transparency No. 3

SOURCES OF INFORMATION ON PART-TIME JOBS

* WANT ADS IN NEWSPAPERS
* LOCAL STATE EMPLOYMENT SERVICE OFFICE
* RADIO AND TELEVISION ANNOUNCEMENTS
* SIGNS POSTED IN PLACES OF BUSINESS
* FRIENDS AND FAMILY
* GUIDANCE COUNSELORS AND TEACHERS
* EMPLOYMENT AGENCIES

Transparency No. 4

POSSIBLE BENEFITS OF A PART-TIME JOB FOR HIGH SCHOOL STUDENTS

1. INCOME FOR SPENDING OR SAVING FOR FUTURE.
2. KNOWLEDGE OF JOB OPPORTUNITIES AVAILABLE IN BUSINESS AND INDUSTRY.
3. EXPERIENCE IN WORKING WITH FELLOW WORKERS.
4. DEVELOP ATTITUDES DESIRED OF EMPLOYEES BY EMPLOYERS.
5. EXPLORE DIFFERENT TYPES OF WORK TO SEE WHAT KINDS OF WORK YOU WOULD AND WOULD NOT LIKE TO DO.
6. WORK EXPERIENCE - A GOOD REFERENCE FOR FUTURE EMPLOYMENT.
7. MAKE GOOD USE OF SPARE TIME.
8. LEARN TO ACCEPT ADULT RESPONSIBILITIES.
9. GIVE AN OPPORTUNITY TO MAKE NEW FRIENDS.

Transparency No. 5

POSSIBLE DISADVANTAGES OF WORKING PART-TIME WHILE ATTENDING HIGH SCHOOL

1. COULD CUT DOWN TIME NEEDED FOR STUDY.
2. COULD RESTRICT YOU FROM PARTICIPATING IN EXTRACURRICULAR ACTIVITIES.
3. COULD RESTRICT YOUR SOCIAL LIFE, SUCH AS TIME FOR DATING AND NOT HAVING TIME TO BE WITH FRIENDS.
4. MIGHT KEEP YOU AWAY FROM YOUR FAMILY AND CHORES YOU PERFORM AT HOME.
5. MIGHT REQUIRE EXTRA EXPENSES FOR SUCH ITEMS AS CLOTHING, DRY CLEANING, TRANSPORTATION, AND OTHER THINGS.

Transparency No. 6

SOME AGENCIES WHICH EMPLOY PART-TIME WORKERS INCLUDE

* LOCAL RETAIL STORES
* MANUFACTURING PLANTS
* SERVICE AGENCIES (AUTOMOTIVE GARAGES, SERVICE STATIONS, RADIO-TV REPAIR COMPANIES, ETC.)
* SCHOOLS
* COLLEGES AND UNIVERSITIES
* CONSTRUCTION COMPANIES
* EATING PLACES

Transparency No. 7

WAYS OF WORKING PART-TIME

* CUTTING GRASS, DOING YARD WORK
* BABYSITTING
* MAKING ARTICLES FOR SALE
* PAPER ROUTES
* WASHING CARS
* RUNNING ERRANDS

Transparency No. 8